

# David Lasagabaster Herrarte

## List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/1316977/publications.pdf>

Version: 2024-02-01

78  
papers

2,636  
citations

201674

27  
h-index

214800

47  
g-index

85  
all docs

85  
docs citations

85  
times ranked

1007  
citing authors

#	ARTICLE	IF	CITATIONS
1	Enclosing native speakerism: students'™, parents'™ and teachers'™ perceptions of language teachers. <i>Journal of Multilingual and Multicultural Development</i> , 2024, 45, 85-100.	1.7	12
2	Students'™ and families'™ attitudes and motivations to language learning and CLIL: a longitudinal study. <i>Language Learning Journal</i> , 2022, 50, 119-134.	2.5	16
3	Looking into English-medium instruction teachers'™ metadiscourse: An ELF perspective. <i>System</i> , 2022, 105, 102730.	3.4	11
4	Teacher preparedness for English-medium instruction. , 2022, 1, 48-64.		16
5	Learning <i>beyond</i> the classroom: students'™ attitudes towards the integration of CLIL and museum-based pedagogies. <i>Innovation in Language Learning and Teaching</i> , 2021, 15, 156-168.	2.8	15
6	An analysis of the use of cognitive discourse functions in English-medium history teaching at university. <i>English for Specific Purposes</i> , 2021, 62, 58-69.	2.8	17
7	Lessons to Be Learned. , 2020, , 145-164.		3
8	Dealing with language issues in English-medium instruction at university: a comprehensive approach. <i>International Journal of Bilingual Education and Bilingualism</i> , 2020, 23, 257-262.	2.1	32
9	Epilogue: Multilingualism in Northern European Universities'™Reflections from the South. , 2020, , 379-394.		0
10	Code-switching in a CLIL multilingual setting: a longitudinal qualitative study. <i>International Journal of Multilingualism</i> , 2019, 16, 336-356.	2.5	21
11	Enhancing L2 Motivation and English Proficiency through Technology. <i>Complutense Journal of English Studies</i> , 2019, 27, 59-78.	0.5	5
12	The impact of CLIL on pluriliteracy development and content learning in a rural multilingual setting: A longitudinal study. <i>Language Teaching Research</i> , 2019, 23, 584-602.	4.0	40
13	English medium instruction: Global views and countries in focus. <i>Language Teaching</i> , 2019, 52, 231-248.	2.5	35
14	Motivation in Content and Language Integrated Learning (CLIL) Research. , 2019, , 347-366.		10
15	Monitoring of Teachers'™ Views on Both CLIL and the Development of Pluriliteracies: A Longitudinal Qualitative Study. <i>English Language Teaching</i> , 2019, 12, 1.	0.4	9
16	El efecto de la evaluaci3n y la retroalimentaci3n en la autonom3a, la motivaci3n y el aprendizaje del espaol como L3. <i>Revista Espanola De Linguistica Aplicada</i> , 2019, 32, 455-485.	0.4	2
17	CLIL as a way to multilingualism. <i>International Journal of Bilingual Education and Bilingualism</i> , 2018, 21, 79-92.	2.1	33
18	Mappings and policies-in-the-making: toward an ontogenetic understanding of language-in-education policy. <i>Language and Education</i> , 2018, 32, 227-241.	2.1	6

#	ARTICLE	IF	CITATIONS
19	The effect of content and language integrated learning programmes' intensity on English proficiency: A longitudinal study. <i>International Journal of Applied Linguistics</i> , 2018, 28, 18-30.	0.9	20
20	Teachers' and Students' Second Language Motivational Self System in English-Medium Instruction: A Qualitative Approach. <i>TESOL Quarterly</i> , 2018, 52, 657-679.	2.9	49
21	Fostering team teaching: Mapping out a research agenda for English-medium instruction at university level. <i>Language Teaching</i> , 2018, 51, 400-416.	2.5	90
22	Pondering motivational ups and downs throughout a two-month period: A complex dynamic system perspective. <i>Innovation in Language Learning and Teaching</i> , 2017, 11, 109-127.	2.8	4
23	Management teams and teaching staff: do they share the same beliefs about obligatory CLIL programmes and the use of the L1?. <i>Language and Education</i> , 2017, 31, 93-109.	2.1	18
24	Commentary on Rumlich dissertation summary. <i>Journal of Immersion and Content-Based Language Education</i> , 2017, 5, 135-139.	0.8	0
25	Integrating content and foreign language learning. <i>Journal of Immersion and Content-Based Language Education</i> , 2017, 5, 4-29.	0.8	4
26	Language Learning Motivation and Language Attitudes in Multilingual Spain From an International Perspective. <i>Modern Language Journal</i> , 2017, 101, 583-596.	2.3	113
27	Bilingual Education in the Autonomous Regions of Spain. , 2017, , 505-517.		8
28	3.7 English-medium instruction (EMI). , 2016, , 98-106.		0
29	CLIL students' perceptions of their language learning process: delving into self-perceived improvement and instructional preferences. <i>Language Awareness</i> , 2016, 25, 110-126.	1.3	43
30	The relationship between motivation, gender, L1 and possible selves in English-medium instruction. <i>International Journal of Multilingualism</i> , 2016, 13, 315-332.	2.5	59
31	Studying in a "multilingual university" at home or abroad. <i>Study Abroad Research in Second Language Acquisition and International Education</i> , 2016, 1, 129-153.	1.1	4
32	Different Educational Approaches to Bi- or Multilingualism and Their Effect on Language Attitudes. <i>Educational Linguistics</i> , 2015, , 13-30.	0.9	14
33	The impact of CLIL on affective factors and vocabulary learning. <i>Language Teaching Research</i> , 2015, 19, 70-88.	4.0	67
34	5. Multilingual language policy: Is it becoming a misnomer at university level?. , 2015, , 115-134.		14
35	Language policy and language choice at European Universities: Is there really a "choice"? <i>European Journal of Applied Linguistics</i> , 2015, 3, 255-276.	0.6	21
36	Translanguaging: towards a dynamic model of bilingualism at school / Translanguaging: hacia un modelo dinámico de bilingüismo en la escuela. <i>Cultura Y Educación</i> , 2014, 26, 557-572.	0.6	37

#	ARTICLE	IF	CITATIONS
37	What does "international university" mean at a European bilingual university? The role of languages and culture. <i>Language Awareness</i> , 2014, 23, 172-186.	1.3	15
38	CLIL and motivation: the effect of individual and contextual variables. <i>Language Learning Journal</i> , 2014, 42, 209-224.	2.5	82
39	Language friction and multilingual policies in higher education: the stakeholders' view. <i>Journal of Multilingual and Multicultural Development</i> , 2014, 35, 345-360.	1.7	56
40	Giving voice to the students. <i>Language Learning and Language Teaching</i> , 2014, , 117-138.	0.2	17
41	Teaching staff's views about the internationalisation of higher education: The case of two bilingual communities in Spain. <i>Multilingua</i> , 2013, 32, .	1.3	15
42	Globalisation, internationalisation, multilingualism and linguistic strains in higher education. <i>Studies in Higher Education</i> , 2013, 38, 1407-1421.	4.5	104
43	The use of the L1 in CLIL classes: The teachers' perspective. <i>Latin American Journal of Content and Language Integrated Learning</i> , 2013, 6, 1-21.	0.6	63
44	Multilingual policies and practices of universities in three bilingual regions in Europe. <i>International Journal of the Sociology of Language</i> , 2012, 2012, .	0.8	17
45	Tara W. Fortune and Diane J. Tedick (eds): <i>Pathways to Multilingualism: Evolving Perspectives on Immersion Education.. Applied Linguistics</i> , 2012, 33, 99-102.	2.4	0
46	English achievement and student motivation in CLIL and EFL settings. <i>Innovation in Language Learning and Teaching</i> , 2011, 5, 3-18.	2.8	168
47	Internationalisation, multilingualism and English-medium instruction. <i>World Englishes</i> , 2011, 30, 345-359.	1.1	141
48	Classroom observation: desirable conditions established by teachers. <i>European Journal of Teacher Education</i> , 2011, 34, 449-463.	3.7	45
49	Factors affecting teachers' beliefs about interculturalism. <i>International Journal of Applied Linguistics</i> , 2010, 20, 327-353.	0.9	7
50	Immersion and CLIL in English: more differences than similarities. <i>ELT Journal</i> , 2010, 64, 367-375.	1.8	228
51	The Implementation of CLIL and Attitudes Towards Trilingualism. <i>ITL - International Journal of Applied Linguistics (Belgium)</i> , 2009, 157, 23-43.	1.4	19
52	Multilingualism and Language Attitudes: Local Versus Immigrant Students' Perceptions. <i>Language Awareness</i> , 2008, 17, 326-341.	1.3	40
53	Basque Diaspora in the USA and Language Maintenance. <i>Journal of Multilingual and Multicultural Development</i> , 2008, 29, 66-90.	1.7	11
54	Bilingual Education in Spain: Present Realities and Future Challenges. , 2008, , 1672-1682.		6

#	ARTICLE	IF	CITATIONS
55	Foreign Language Competence in Content and Language Integrated Courses–!2008-03-28–!2008-05-27–!2008-06-11–!. The Open Applied Linguistics Journal, 2008, 1, 30-41.	0.5	160
56	Multilingualism and Language Attitudes: Local Versus Immigrant Students' Perceptions. Language Awareness, 2008, 17, 326.	1.3	1
57	Learning English with Computers at University Level. Educational Linguistics, 2006, , 157-176.	0.9	0
58	Error Correction: Studentsâ€™ Versus Teachersâ€™ Perceptions. Language Awareness, 2005, 14, 112-127.	1.3	50
59	Bearing Multilingual Parameters in Mind when Designing a Questionnaire on Attitudes: Does this Affect the Results?. International Journal of Multilingualism, 2005, 2, 26-51.	2.5	12
60	Attitudes Towards Basque, Spanish and English: An Analysis of the Most Influential Variables. Journal of Multilingual and Multicultural Development, 2005, 26, 296-316.	1.7	31
61	What do Students Think about the Pros and Cons of Having a Native Speaker Teacher?. Educational Linguistics, 2005, , 217-241.	0.9	58
62	The Nateness Factor. ITL - International Journal of Applied Linguistics (Belgium), 2005, 147-148, 21-43.	1.4	14
63	The effect of the early teaching of English on writing proficiency. International Journal of Bilingualism, 2004, 8, 525-540.	1.2	8
64	Attitudes Towards English in the Basque Autonomous Community. World Englishes, 2003, 22, 585-597.	1.1	17
65	Students' evaluation of CALL software programs. Educational Media International, 2003, 40, 293-304.	1.7	26
66	7. Maturation Constraints on Foreign-language Written Production. , 2003, , 136-160.		27
67	El aprendizaje de lenguas a travÃ©s de los programas de inmersiÃ³n en Finlandia. Infancia Y Aprendizaje, 2002, 25, 469-483.	0.9	0
68	University Students' Perceptions of Native and Non-native Speaker Teachers of English. Language Awareness, 2002, 11, 132-142.	1.3	64
69	Bilingualism, Immersion Programmes and Language Learning in the Basque Country. Journal of Multilingual and Multicultural Development, 2001, 22, 401-425.	1.7	50
70	The Effect of Knowledge About the L1 on Foreign Language Skills and Grammar. International Journal of Bilingual Education and Bilingualism, 2001, 4, 310-331.	2.1	43
71	The effects of three bilingual education models on linguistic creativity. IRAL-International Review of Applied Linguistics in Language Teaching, 2000, 38, .	0.8	40
72	Die kognitiven Auswirkungen der Zweisprachigkeit. ITL - International Journal of Applied Linguistics (Belgium), 2000, 129-130, 191-224.	1.4	2

#	ARTICLE	IF	CITATIONS
73	Literary awareness in the foreign language classroom. <i>Cultura Y Educaci3n</i> , 1999, 11, 5-17.	0.6	5
74	The Threshold Hypothesis Applied to Three Languages in Contact at School. <i>International Journal of Bilingual Education and Bilingualism</i> , 1998, 1, 119-133.	2.1	57
75	Learning English as an L3. <i>ITL - International Journal of Applied Linguistics (Belgium)</i> , 1998, 121-122, 51-84.	1.4	6
76	A Longitudinal Study on the Impact of CLIL on Affective Factors. <i>Applied Linguistics</i> , 0, , amv059.	2.4	31
77	â€œI always speak English in my classesâ€. <i>Language Learning and Language Teaching</i> , 0, , 251-267.	0.2	18
78	Translanguaging in Basque and English: practices and attitudes of university teachers and students. <i>International Journal of Multilingualism</i> , 0, , 1-20.	2.5	0